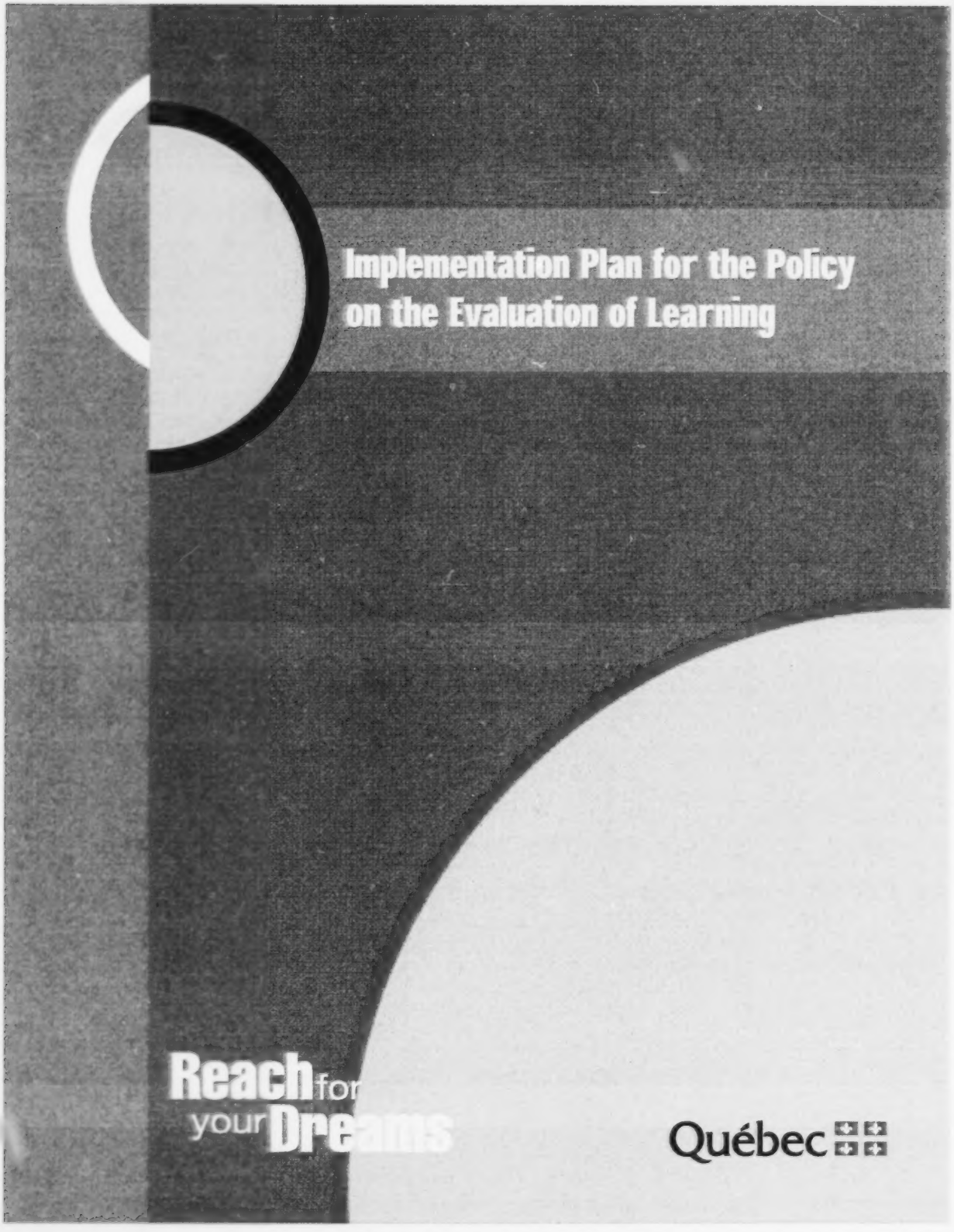
Implementation Plan for the Policy on the Evaluation of Learning



Québec

Implementation Plan for the Policy on the Evaluation of Learning

© Gouvernement du Québec
Ministère de l'Éducation, 2003—03-00066

ISBN 2-550-41536-1
Legal deposit—Bibliothèque nationale du Québec, 2003

2007-01281/

Table of Contents

Introduction 1

First Strategy 2

Provide schools and school boards with information and contribute to professional development in relation to the evaluation of learning

Second Strategy 3

Support schools and school boards in relation to the evaluation of learning and produce instruments under ministerial responsibility

Third Strategy 5

Conduct research activities related to the evaluation of learning and encourage innovation

Fourth Strategy 6

Ensure that the *Policy on the Evaluation of Learning* is taken into account in the regulatory framework

Fifth Strategy 7

Adapt the management of the rules for the certification of studies to the *Policy on the Evaluation of Learning*

Sixth Strategy 8

Take measures to ensure that the Ministere's partners take into account the *Policy on the Evaluation of Learning*

Seventh Strategy 9

Monitor the implementation of the *Policy on the Evaluation of Learning* in the schools and school boards

Appendix 11

Table Summarizing the *Implementation Plan for the Policy on the Evaluation of Learning*

Introduction

Evaluation of learning is an essential component of the curriculum in general education in the youth and adult sectors and in vocational training. To follow up on the development of the general education programs and the vocational training programs of study for which it is responsible, the Ministere de l'Education has adopted the *Policy on the Evaluation of Learning*. This policy is the basis for new evaluation practices in general education in the youth and adult sectors and consolidates those in vocational training, where revised programs have been applied for a number of years.

This *Implementation Plan for the Policy on the Evaluation of Learning* presents the Ministere's commitments in providing support in the application of the policy to all those directly or indirectly concerned with the evaluation of learning. By adopting the implementation plan, the Ministere responds specifically to the expectations expressed by the persons and organizations consulted on the draft policy and to other requirements ensuing from the adoption of such a policy.

The implementation plan focuses on seven strategies. Some of these present the type of support that the Ministere will provide to schools and school boards to assist them in carrying out their responsibilities in applying the policy. Others indicate the changes that the Ministère will make to the regulatory framework and administrative and technological environments in order to ensure consistency with the policy. The implementation plan also specifies how the Ministere hopes to draw on its main partners concerned with the application of the policy. Lastly, the implementation plan sets out the planned actions of the Ministere to ensure that the policy is implemented effectively and updated regularly.

As with the *Policy on the Evaluation of Learning*, the implementation plan concerns general education in the youth and adult sectors as well as vocational training.

FIRST STRATEGY

PROVIDE SCHOOLS AND SCHOOL BOARDS WITH INFORMATION AND CONTRIBUTE TO PROFESSIONAL DEVELOPMENT IN RELATION TO THE EVALUATION OF LEARNING

The Ministere de l'Education has established priorities to facilitate the implementation of the *Policy on the Evaluation of Learning*: providing information on the Ministere's vision of the evaluation of learning and supporting professional development for the primary stakeholders in this area. Because of the changes to the curricula in general education and vocational training that are already in effect or that are planned as well as the responsibilities conferred on the educational institutions in relation to the evaluation of learning, the stakeholders must be well aware of the effects of these changes on evaluation practices.

Through this strategy, the Ministere first of all confirms the importance of Quebec students being evaluated in a just and equitable manner in order to give them the opportunity to succeed. The Ministere therefore considers it necessary to disseminate information on the *Policy on the Evaluation of Learning* and to ensure that schools and school boards integrate the policy.

This strategy is also in line with the sharing of responsibilities between the Ministere de l'Education and the schools and school boards. This ministerial initiative to provide information and professional development must complement the action that schools and school boards will be taking in accordance with their responsibilities to integrate and apply the policy. Thus, with a view to improving evaluation practices, the Ministere plans on providing schools and school boards with guidance.

This strategy will be adapted to the specific features of each sector of education and to the characteristics of certain students. Thus, the manner in which information and support for professional development are provided may vary depending on the needs of the environments concerned.

Information activities will be organized in the schools and school boards to ensure that everyone concerned is familiar with the *Policy on the Evaluation of Learning*.

The Ministere will employ a variety of information activities to reach the educational stakeholders who are directly or indirectly concerned with the policy. These provincewide or regional activities will include themes that may vary according to the needs of the environments concerned.

The schools and school boards will receive support in organizing professional development activities to help them implement the *Policy on the Evaluation of Learning*.

The Ministere will offer resource persons professional development sessions on the main themes of the policy. Also, schools and school boards will be called on to support their staff in updating competencies related to the evaluation of learning. To help educational institutions carry out this responsibility, the Ministere will do everything it can to make the appropriate resources available to them.

Activities to promote the *Policy on the Evaluation of Learning* will be organized.

The Ministere will use the various communication channels that are likely to reach the persons concerned with the evaluation of learning in the three sectors of education. On occasion, it will take advantage of provincial and regional events organized by educational organizations or associations. Information on the policy could also be presented on existing ministerial sites. The publication of articles in newsletters or journals produced by the Ministere or other organizations will be encouraged. Lastly, to help parents, professional associations in the education field and the public at large become familiar with the policy, the Ministere will adopt strategies to disseminate information on a large scale.

SECOND STRATEGY

SUPPORT SCHOOLS AND SCHOOL BOARDS IN RELATION TO THE EVALUATION OF LEARNING AND PRODUCE INSTRUMENTS UNDER MINISTERIAL RESPONSIBILITY

Because of its goal to influence the evolution of evaluation practices so that they can progress in keeping with the policy, the Ministere de l'Education is proposing documents and examples of instruments that will support the schools and school boards in integrating and applying the policy.

Also, in order to fulfill its responsibilities in relation to the official recognition of student learning in Quebec and to uphold the social value of the official certification documents that it awards, the Ministere plans on continuing its efforts in this regard in partnership with the schools and school boards. Therefore, it will produce the required evaluation instruments in conformity with the policy's orientations.

Lastly, in a context of accountability, the Ministere will use means to obtain information on the effectiveness of its education system. Also, the Ministere will provide schools and school boards with information so that they can adjust their actions.

Reference documents and instruments appropriate for applying the *Policy on the Evaluation of Learning* will be made available to schools and school boards.

To support the implementation of the policy, documents explaining how it applies to each sector of education are required. The Ministere will therefore make available to the schools and school boards new or updated frameworks that will adapt the elements of the policy to the characteristics of general education in the youth sector, general education in the adult sector, vocational training and specific clienteles. In addition to these frameworks, the Ministere will develop examples of evaluation instruments in collaboration with the schools and school boards. On occasion, the Ministere will support the integration of these documents or instruments.

Educational institutions are responsible for adopting standards and procedures in relation to the evaluation of their students' learning, and school boards must ensure that their schools, adult education centres and vocational training centres evaluate their students' learning. Consequently, the Ministere will offer schools and school boards support in developing their own evaluation standards and procedures. For this purpose, it will make tools available to institutions and school boards that request them.

Instruments for evaluation activities under ministerial responsibility will be produced.

In order to fulfill its responsibilities in relation to the evaluation of learning, the Ministere will continue most of its activities in each sector of education. In all cases, these activities are required to ensure that students are evaluated justly and equitably throughout the education system. Instruments produced by the Ministere are used for the certification of studies. In general education in the youth sector, instruments are also used to support schools and school boards and to prepare them for the changes that are made.

Evaluation activities required to ensure that the education system is effective will be maintained.

In conformity with the sharing of powers and with the *Policy on the Evaluation of Learning*, the Ministere plans on maintaining evaluation activities used to make continual adjustments and improvements to the education system. The results of these evaluation activities may serve in the development and following up of the success plans of schools.

THIRD STRATEGY

CONDUCT RESEARCH ACTIVITIES RELATED TO THE EVALUATION OF LEARNING AND ENCOURAGE INNOVATION

The *Policy on the Evaluation of Learning* introduces a renewed vision of the evaluation of learning, especially for general education. Evaluation practices must therefore be adapted to the elements presented.

In this context, the Ministere de l'Education confirms the importance of identifying ways of doing things in the evaluation of learning that are in conformity with the ministerial vision presented in the policy. It is therefore urging schools and school boards, as well as universities, to help explore other avenues to meet the challenge involved in applying the policy. It is also encouraging innovation on the part of all schools and school boards, whether they are already experimenting or they have not yet had the opportunity to do so.

In relating the evaluation of learning to educational success for all students, the policy will help orient future research activities. Thus, the shift to evaluation as support for learning, the necessity for greater integration of evaluation into the learning process, the emphasis on evaluating competencies and the resources they mobilize, the role of the teacher's judgment, differentiation, the student's contribution to evaluation activities as well as the recognition of prior learning may serve as references in identifying research focuses.

Action research will be conducted in partnership with universities and with schools and school boards.

The themes for the research activities will be determined in collaboration with the schools and school boards and representatives of each sector of education to ensure that the themes correspond to the specific needs of all. The action research conducted in partnership with universities will be focused on adapting evaluation models and on finding concrete solutions to problems faced by schools and school boards. The research should contribute to providing those responsible for the evaluation of learning with tools for applying the policy. To achieve this purpose, the results of the research and the solutions proposed will be communicated to all schools and school boards.

Schools and school boards will be encouraged to take an innovative approach to the evaluation of learning.

The Ministere will include the evaluation of learning in innovation support programs to ensure that schools and school boards have the required resources. The Ministere will also do everything it can to provide technical support for innovations, based on the needs expressed by the schools and school boards. The regions will be invited to encourage the networking of schools and school boards and of universities in order to promote the dynamics generated by discussion and the sharing of know-how. So that each educational institution may benefit from the innovations of other institutions, lists of the various innovations will be drawn up and distributed for each region and for the entire province.

FOURTH STRATEGY

ENSURE THAT THE *POLICY ON THE EVALUATION OF LEARNING* IS TAKEN INTO ACCOUNT IN THE REGULATORY FRAMEWORK

The policy will result in changes or clarifications that, until now, have not been completely taken into account in the basic school regulations for general education in youth sector, for general education in the adult sector and for vocational training. It will therefore be necessary to harmonize the regulatory provisions with the policy.

The *Policy on the Evaluation of Learning* will be taken into account in the basic school regulations.

The *Basic school regulation for preschool, elementary and secondary school education* will be amended to take into account the policy. The provisions dealing with the evaluation of learning and the certification of studies will be amended. Clarifications will also make it possible to take into consideration the policy with respect to the specific needs of students in special education and in paths leading to occupational integration.

The basic school regulations for general education in the adult sector and for vocational training will be adapted to the *Policy on the Evaluation of Learning*, while taking into account the *Government Policy on Adult Education and Continuing Education and Training*, especially with regard to the recognition of prior learning.

The Ministere plans on communicating relevant information in different ways in order to ensure that stakeholders become familiar with the amendments to the basic school regulations.

FIFTH STRATEGY

ADAPT THE MANAGEMENT OF RULES FOR THE CERTIFICATION OF STUDIES TO THE *POLICY ON THE EVALUATION OF LEARNING*

The new ways of recognizing prior learning and competencies, the introduction of the statement of competencies in general education and the new certification rules for secondary studies make it necessary to review the administrative and technological environments associated with the certification of studies in order to take into account these new realities. To ensure the recognition of the mastery of learning by means of official documents, these changes must be presented in a way that facilitates the understanding of them by the educational institutions, which are partners of the Ministere in relation to the certification of secondary studies.

New rules for managing the certification of studies in general education in the youth sector, general education in the adult sector and vocational training will be defined.

The guides for the certification of studies will be revised. Support and accommodation measures will be implemented to take into consideration certain specific needs, in particular those of students with handicaps or with learning difficulties. The types of official documents will be reviewed to introduce, for example, statements of competencies in general education. The equivalence guide will be updated. Professional development sessions on the new rules for managing the certification of studies and on the procedures for applying these rules will be offered to English and French educational institutions.

Computer systems will be overhauled for the purposes of managing the new rules for the certification of studies.

Educational institutions will receive assistance to become familiar with and manage the changes introduced. They will also receive support for the remote access transmission of certification data in general education and in vocational training.

SIXTH STRATEGY

TAKE MEASURES TO ENSURE THAT THE MINISTÈRE'S PARTNERS TAKE INTO ACCOUNT THE *POLICY ON THE EVALUATION OF LEARNING*

The *Policy on the Evaluation of Learning* will result in changes in how secondary school students are evaluated and in the recognition of their prior learning and their competencies. The importance of the changes will vary depending on the sector of education; they will have to be taken into account by the various organizations that are educational partners of the Ministere and by organizations whose activities complement ministry activities.

Firstly, some organizations are affected because they play a role in the evaluation of learning by taking in students for purposes such as practicums or work-study programs. Other organizations are affected by reason of the different types of technical support that they provide to schools and school boards in relation to instruction and evaluation.

College education and employers that help secondary school students enter the labour market are also affected by the policy.

Lastly, education faculties are especially concerned with the policy because they provide initial training to future teachers and in-service training to school staff.

Through the appropriate information channels, the main changes that the *Policy on the Evaluation of Learning* will bring about in each sector of education will be presented to the different partners concerned.

The partners will be invited to provincewide and regional meetings to help them become familiar with the various elements proposed in the policy.

Regional coordination committees for different levels of education will be excellent venues for presenting the policy to colleges and universities.

Because of their involvement in evaluation, certain ministries and organizations will be especially targeted by these information meetings, in particular, the Ministere des Relations avec les citoyens et de l'Immigration, the Ministère de l'Emploi, de la Solidarite sociale et de la Famille and its unit Emploi-Quebec, the Commission des partenaires du marche du travail, community organizations, the purchasers of adult education training services and the regional committees of labour market partners.

The organizations that provide schools and school boards with support will be informed of the vision of evaluation of learning on which the policy is based.

Publishing houses will be informed of the characteristics of evaluation to allow them to propose instructional resources that take into account the changes desired with respect to the evaluation of learning.

Information on the content of the policy must also be provided to organizations that develop instructional materials which cover evaluation activities, that supply training and that develop evaluation instruments.

Universities will be encouraged to take measures to improve evaluation practices used in teacher training.

Given that universities play an important role in initial and in-service teacher training in both general education and vocational training, they will need to integrate into their programs a considerable component on the evaluation of learning. The change of perspective advocated in the policy, including evaluation to support learning and the role of judgment, requires that learning content related to evaluation be adapted to better prepare teachers for the challenges in this area. Universities must be made aware of the importance of producing a new generation of teachers specialized in evaluation and of the fact that this is the right moment to do so.

SEVENTH STRATEGY

MONITOR THE IMPLEMENTATION OF THE *POLICY ON THE EVALUATION OF LEARNING* IN THE SCHOOLS AND SCHOOL BOARDS

Adopting a new policy that schools and school boards are largely responsible for applying requires regular monitoring of its implementation. This follow-up can only be done if the Ministere works together with the schools and school boards.

This follow-up involves verification of the relevance of the strategies put forth in this implementation plan. This plan could be adjusted as required.

Thus, information will be regularly provided on the real possibilities and limitations of the schools and school boards regarding the application of the evaluation approaches advocated in the policy. This information will be very useful in allowing the Ministere to determine with the schools and school boards ways of overcoming obstacles. A continuous updating of the policy will therefore be possible by means of adjustments instead of a change of course.

Through this strategy, the Ministere confirms that it intends to accompany the schools and school boards in implementing the policy and to use all the means at its disposal to ensure that the policy is implemented effectively. It is also confirming the front-line role that schools will play in ensuring implementation follow-up, feedback and adjustment in relation to the policy.

In conjunction with the schools and school boards, mechanisms to monitor the implementation of the policy will be established.

A continual feedback mechanism regarding the application of the policy should be set up. Because situations vary throughout Quebec, this mechanism should provide feedback at both the regional and provincial levels.

The policy and the implementation plan will be updated.

A committee formed of representatives of the Ministere and the school system will be responsible for updating the policy and the implementation plan. Its mandate will be to analyze the difficulties encountered in applying the policy and to propose ways of resolving them.

Appendix

Table Summarizing the *Implementation Plan for the Policy on the Evaluation of Learning*

STRATEGIES	MEASURES
1. Provide schools and school boards with information and contribute to professional development in relation to the evaluation of learning	■ Information activities will be organized in the schools and school boards to ensure that everyone concerned is familiar with the *Policy on the Evaluation of Learning*. ■ The schools and school boards will receive support in organizing professional development activities to help them implement the *Policy on the Evaluation of Learning*. ■ Activities to promote the *Policy on the Evaluation of Learning* will be organized.
2. Support schools and school boards in relation to the evaluation of learning and produce instruments under ministerial responsibility	■ Reference documents and instruments appropriate for applying the *Policy on the Evaluation of Learning* will be made available to schools and school boards. ■ Instruments for evaluation activities under ministerial responsibility will be produced. ■ Evaluation activities required to ensure that the education system is effective will be maintained.
3. Conduct research activities related to the evaluation of learning and encourage innovation	■ Action research will be conducted in partnership with universities and with schools and school boards. ■ Schools and school boards will be encouraged to take an innovative approach to the evaluation of learning.
4. Ensure that the *Policy on the Evaluation of Learning* is taken into account in the regulatory framework	■ The *Policy on the Evaluation of Learning* will be taken into account in the basic school regulations.
5. Adapt the management of rules for the certification of studies to the *Policy on the Evaluation of Learning*	■ New rules for managing the certification of studies in general education in the youth sector, general education in the adult sector and vocational training will be defined. ■ Computer systems will be overhauled for the purposes of managing the new rules for the certification of studies.
6. Take measures to ensure that the Ministère's partners take into account the *Policy on the Evaluation of Learning*	■ Through the appropriate information channels, the main changes that the *Policy on the Evaluation of Learning* will bring about in each sector of education will be presented to the different partners concerned. ■ The organizations that provide schools and school boards with support will be informed of the vision of evaluation of learning on which the policy is based. ■ Universities will be encouraged to take measures to improve evaluation practices in teacher training.
7. Monitor the implementation of the *Policy on the Evaluation of Learning* in the schools and school boards	■ In conjunction with the schools and school boards, mechanisms to monitor the implementation of the policy will be established. ■ The policy and the implementation plan will be updated.

Éducation Québec

13-4602-01A